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ABSTRACT

This module is one of a series of more than 125 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational instructors. The competencies upon which these modules are based were identified and verified through research as being important to successful occupational teaching at all levels of instruction. The modules are suitable for the preparation of instructors in all occupational areas. This module is designed to give prospective teachers skill in guiding students through a competency-based education (CBE) program. Its information and practice activities will help student teachers to gain skill in orienting students to their CBE program, counseling students at the appropriate times and in the appropriate manner, and developing individual plans for all of their students. The module consists of a terminal objective, enabling objectives, prerequisites, resources and four learning experiences. The learning experiences, each based on an enabling objective, contain activities, information, case studies, examples, and feedback. The final learning experience is an actual teaching situation in which the prospective teacher is to guide his/her students through the CBE program and be assessed by a resource person. (KC)

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Guide Your Students Through the CBE Program

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center / Athens GA 30602

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD / COLUMBUS, OHIO 43210

FOREWORD

This module is one of a series of over 125 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of occupational instructors (teachers, trainers). The competencies upon which these modules are based were identified and verified through research as being important to successful occupational teaching at all levels of instruction. The modules are suitable for the preparation of instructors in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the occupational instructor's performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by local education programs, postsecondary institutions, state departments of education, universities and colleges, and others responsible for the professional development of occupational instructors.

The PBTE curriculum packages in Category K—Implementing Competency-Based Education (CBE)—are designed to enable occupational instructors to install and manage training programs embodying the principles and concepts of CBE. The modules are based upon 84 teacher competencies identified as essential to installing and managing competency-based occupational instructional programs.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the DACUM analysis panel, assisted National Center staff in the identification of the teacher competency statements upon which this category of modules is based: Odell Chism, Robert Dubanoski, Neil Reske, Bell Nicholson, Robert Rannells, Richard Sedlacek, William Shoaf, Kris Sitler, Michael Strohaber, and Ann Vescio. Appreciation is also extended to the following individuals for their critical reviews of the modules during the development process: Glen E. Fardig, Robert E. Norton, and Roger Harris.

Field testing of the materials was carried out with the assistance of field-site coordinators, teacher educators, students, directors of staff development, and others at the following institutions: DuPage Area Vocational Education Authority Center, Illinois; Indiana University of Pennsylvania; Pennsylvania State University; Seminole Community College, Florida; Trident Technical College, South Carolina; University of Arkansas, Fayetteville; University of Central Florida; University of Pittsburgh, Pennsylvania; University of Southern Maine; and University of Vermont .

Recognition for major individual roles in the development of these materials is extended to the following National Center staff: Lucille Campbell Thrane, Associate Director, Development Division, and James B. Hamilton, Program Director, for leadership and direction of the project; Michael E. Wonacott and C. Lynn Malowney, Program Associates, for module quality control; Cheryl M. Lowry, Research Specialist, and Billie Hooker, Graduate Research Associate, for developing illustration specifications; Barbara Shea for art work; Andonia Simandjuntak, Graduate Research Associate, for assistance in field-test data summarization; and Glen E. Fardig, Consultant, and Lois G. Harrington, Program Associate, for revision of the materials following field testing.

Special recognition is also extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Marilyn MacMillan for module layout, design, and final art work; and to George W. Smith, Jr. for supervision of the module production process.

Robert E. Taylor
Executive Director
The National Center for Research in Vocational Education

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS OHIO 43210

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- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The National Institute for Instructional Materials
120 Driftmier Engineering Center
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MODULE K-6

Guide Your Students Through the CBE Program

Module K-6 of Category K—Implementing Competency-Based Education (CBE)
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

Paul Vreeland, Consultant

The National Center for Research in Vocational Education
The Ohio State University

Key Program Staff:
James B. Hamilton, Program Director
Lois G. Harrington, Program Associate
Michael E. Wonacott, Program Associate
Glen E. Fardig, Consultant

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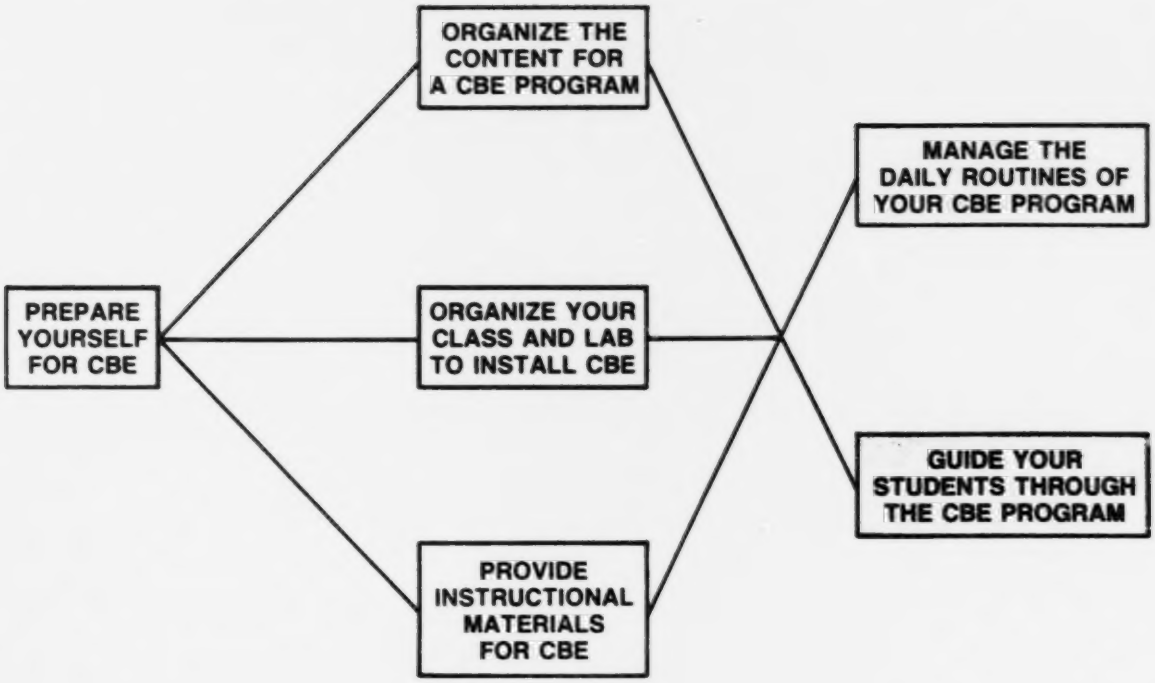

PREPARE YOURSELF FOR CBE
ORGANIZE THE CONTENT FOR A CBE PROGRAM
ORGANIZE YOUR CLASS AND LAB TO INSTALL CBE
PROVIDE INSTRUCTIONAL MATERIALS FOR CBE
MANAGE THE DAILY ROUTINES OF YOUR CBE PROGRAM
GUIDE YOUR STUDENTS THROUGH THE CBE PROGRAM

CBE IMPLEMENTATION PROCESS

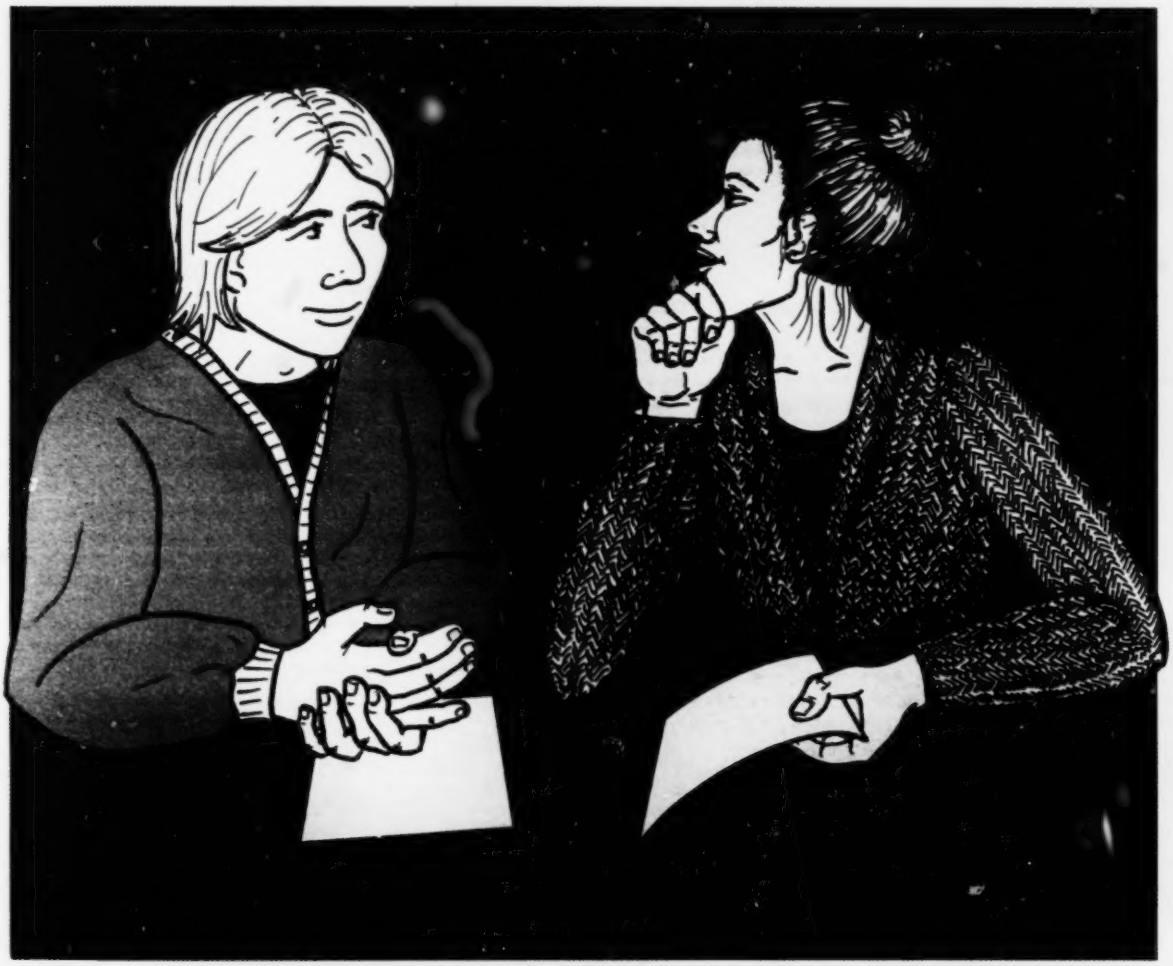
INTRODUCTION

Many students entering your program may be unfamiliar with competency-based education (CBE). They may not know how the CBE program works or what is expected of them. Consequently, you will need to orient them to the concepts and procedures of CBE and to their roles and responsibilities in the program. By adequately orienting students to the program, you can help make them comfortable in the new environment and help ensure that they can take full advantage of CBE.

As your students enter and progress through the program, they will rely on your guidance and support; therefore, you will need to possess strong counseling skills. You will need to keep in mind the importance of offering **constructive** criticism and praising a job well done. Furthermore, you may need to improve your skills in some areas of counseling (e.g., helping students develop self-motivation).

Another important aspect of guiding students through the program involves assessing their needs, abilities, and goals. You need to help students decide if your specific CBE program is appropriate for them. In addition, you need to work with them to develop appropriate individual program plans and learning plans.

This module is designed to help you develop these skills. Its information and practice activities will help you gain skill in orienting students to your CBE program, counseling students at the appropriate times and in the appropriate manner, and developing individual plans for all your students. To see how this module relates to the other modules in Category K, refer to the diagram on p. 2.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, guide your students through the CBE program. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 45–46 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, outline a series of activities that could be used to orient students to a CBE program (*Learning Experience I*).
2. After completing the required reading, select appropriate counseling techniques to use in guiding the students described in given case situations through a CBE program (*Learning Experience II*).
3. After completing the required reading, critique the performance of the teacher described in a given case study in developing individual plans for a student in a CBE program (*Learning Experience III*).

Prerequisites

The modules in Category K are **not** designed for the prospective teacher with no prior training and/or experience. They assume that you have achieved a minimal level of **content knowledge** in your occupational specialty and **skill** in the core teacher competencies of instructional planning, execution, and evaluation. They then build on or expand that knowledge and skill level, specifically in terms of implementing competency-based education.

In addition, to complete this module, you should have knowledge of the essential elements and facilitating characteristics of CBE. If you do not already meet this requirement, meet with your resource person to determine what method you will use to do so. One option is to complete the information and practice activities in the following module:

- *Prepare Yourself for CBE*, Module K-1

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Activities used to orient you to CBE, the effectiveness of which you can evaluate.

An instructor in an operating CBE program whom you can interview concerning the techniques he/she uses to orient students.

An operating or soon-to-be implemented CBE program for which you can develop a student orientation handbook.

Learning Experience II

Optional

Group situations in which you can practice your counseling skills.

Learning Experience III

No outside resources

Learning Experience IV

Required

An actual teaching situation in which you can guide your students through the CBE program.

A resource person to assess your competency in guiding your students through the CBE program.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

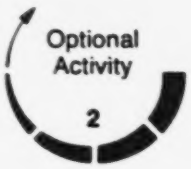
The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, outline a series of activities that could be used to orient students to a CBE program.

You will be reading the information sheet, Orienting Students to CBE, pp. 7–15.



You may wish to evaluate your own orientation to competency/performance-based education.

You may wish to interview an instructor in an operating CBE program concerning the techniques he or she uses to orient students to the program.

You will be outlining a series of activities that could be used to orient students to a CBE program.

You will be evaluating your competency in outlining an effective series of orientation activities, using the Orientation Checklist, p. 17.

You may wish to prepare a student handbook that could be used to orient students to a CBE program.

You may wish to evaluate your competency in developing a student handbook for a CBE program, using the Orientation Handbook Checklist, p. 19.

Activity 1

Preparing students to enter your competency-based education (CBE) program is very important. How well they understand their role and what is expected of them will affect their success in the program. To learn what students need to know about CBE and how to present that information, read the following information sheet.

ORIENTING STUDENTS TO CBE

It is important for students to start off on the right foot in your vocational-technical program. You want them to be excited about the prospect of getting real occupational training and confident that they can succeed in your program. You also want them to be able to begin learning smoothly, without confusion or delay. To do that, you will need to orient them fully and quickly to your program.

The phrase *to orient* means "to acquaint with the existing situation or environment"—and that is exactly what you need to do for your students. Somehow you need to acquaint students with such key elements of the CBE program as the following:

- Their responsibilities
- Your role as an instructor or resource person
- Basic procedures on which the program operates
- Occupational competencies on which the program is built
- Instructional materials they will be using
- School services and facilities available

Orientation of students generally occurs on two levels: they need to be oriented to the institution as a whole and to your program specifically. Which part of orientation is your responsibility and which part is the responsibility of the school or college will depend on your situation. For example, if you are in an institution in which all occupational programs are competency-based, then newly entering students may learn a good deal about CBE as part of their orientation to the institution.

If students enroll at the beginning of each semester or quinmester, orientation to the institution might occur in a group session, with the vocational director or occupational dean delivering a welcome and other school/college personnel presenting, in general terms, the policies, procedures, and services of the CBE program. Printed handouts can be distributed to provide more detailed information.

If your institution permits students to enroll on a daily or weekly basis, then the general orientation might better be accomplished by having each new student view an orientation videotape or slide/tape presentation, and using supplemental printed materials or a school/college brochure to further explain the program.

Regardless of whether students are oriented to CBE as part of a general orientation, you must, in addition, acquaint entering students with your own specific program. Many of the ideas on which your program is based will be new to them. Keep in mind, however, that students are not usually interested in a textbook explanation of "the basic principles of CBE." Instead, they will want to know about practical matters: how you operate your program, your expectations of them, and how CBE will benefit them as students.

Some instructors like to orient students individually, on a one-to-one basis; others rely heavily on audiovisuals and printed orientation materials. The whole process need not take too long. With an effective orientation process, students can usually be fully engaged in the instructional program within three or four hours after enrolling.

Regardless of how you organize orientation, remember that it probably represents your first contact with the students. Thus, it is crucial that orientation not be a dull or routine procedure. During orientation, you need to begin to establish the all-important foundations for your future relationships.

For example, students need to realize that, in your CBE program, you will always be available to provide personal help and instruction. Thus, while they are going through the orientation phase, you will want to demonstrate this fact by being nearby to answer their initial questions and provide any necessary assurances. By beginning the way you mean to proceed, you and your students can more quickly embark on your real task: working together to achieve the objectives of the program.

What Students Need to Know

Students will probably come to your program with a great variety of backgrounds. If they are secondary students, it is likely they are accustomed to being told exactly what to do and when to do it, though a few may have been in programs where they had more responsibility for their own learning. If they are postsecondary students, some may be mature adults who have already had a working life and whose most recent school experience was many years ago.

Unless your students have taken other courses like yours, they will know nothing of how a CBE program functions or the effect of CBE on how they will learn. Your task is to review your program, analyze your students' orientation needs, and provide them with just the right information in the best possible way. The more carefully you prepare your orientation, the less confusion and fewer questions there are likely to be later on.

Orient Students to Specific Program Skills

Probably the best way to get started is to show students the occupational skills they will be achieving. Depending on your institution, this may be in the form of a DACUM chart, a printed listing, or a computer printout. Students should be given a personal copy of the chart or list for their own reference and use in keeping a record of their progress.

The list should also indicate the competencies needed for suboccupations and alternate exit points. If, for instance, a student did not want to complete an entire graphic arts program, the competencies required for any suboccupations (e.g., printing press operator or layout artist) should be identified in some way (e.g., by a written code or by color coding).

In addition, students need to know that they can receive credit, as it were, for the skills they already possess, and they need to understand what procedure to follow to request an assessment of those skills. If your program allows students to select the sequence in which they complete competencies, they need to know about that, too.

The competency list is likely to look pretty formidable to a beginning student. Thus, you will want to provide assurance that the competencies can indeed be achieved, in a reasonable amount of time, with a reasonable amount of effort. If you have data from previous program completers, you can provide students with specific data—right on or with the competency list—concerning how long it typically takes to get through the program and how many hours are typically required to complete each competency.

Orient Students to the Instructional System

First, you need to make it clear that students in CBE programs are expected to assume a good deal of responsibility for their learning. The students need to understand that they will be expected to take the initiative in planning and completing their work—and that at some point they must demonstrate that they can perform the prescribed competencies.

In addition, however, they need to understand that taking responsibility for their own learning does **not** mean that they will be "on their own"—alone and unaided. Students must be assured that you will be there to guide and assist them in their efforts and to provide them with any additional resources they may need. And they need to know how individual instruction, small-group work, and large-group instruction will be used in your program.

Early on, students will need to know how to go through the entire process of completing each competency. You should clearly outline the process from beginning to end: (1) selecting a competency, (2) reviewing and selecting the learning activities to be used to achieve that competency, (3) practicing the competency, (4) assessing themselves for proficiency, (5) being assessed by the resource person, and (6) moving ahead with the next competency.

They will also need to know what happens when recycling is necessary (i.e., when the first assessment results are unsatisfactory). A diagram such as the one in sample 1 may be helpful in explaining all this to your students. Naturally, the information you provide should be specific to your own program, so more detailed suggestions cannot be given here.

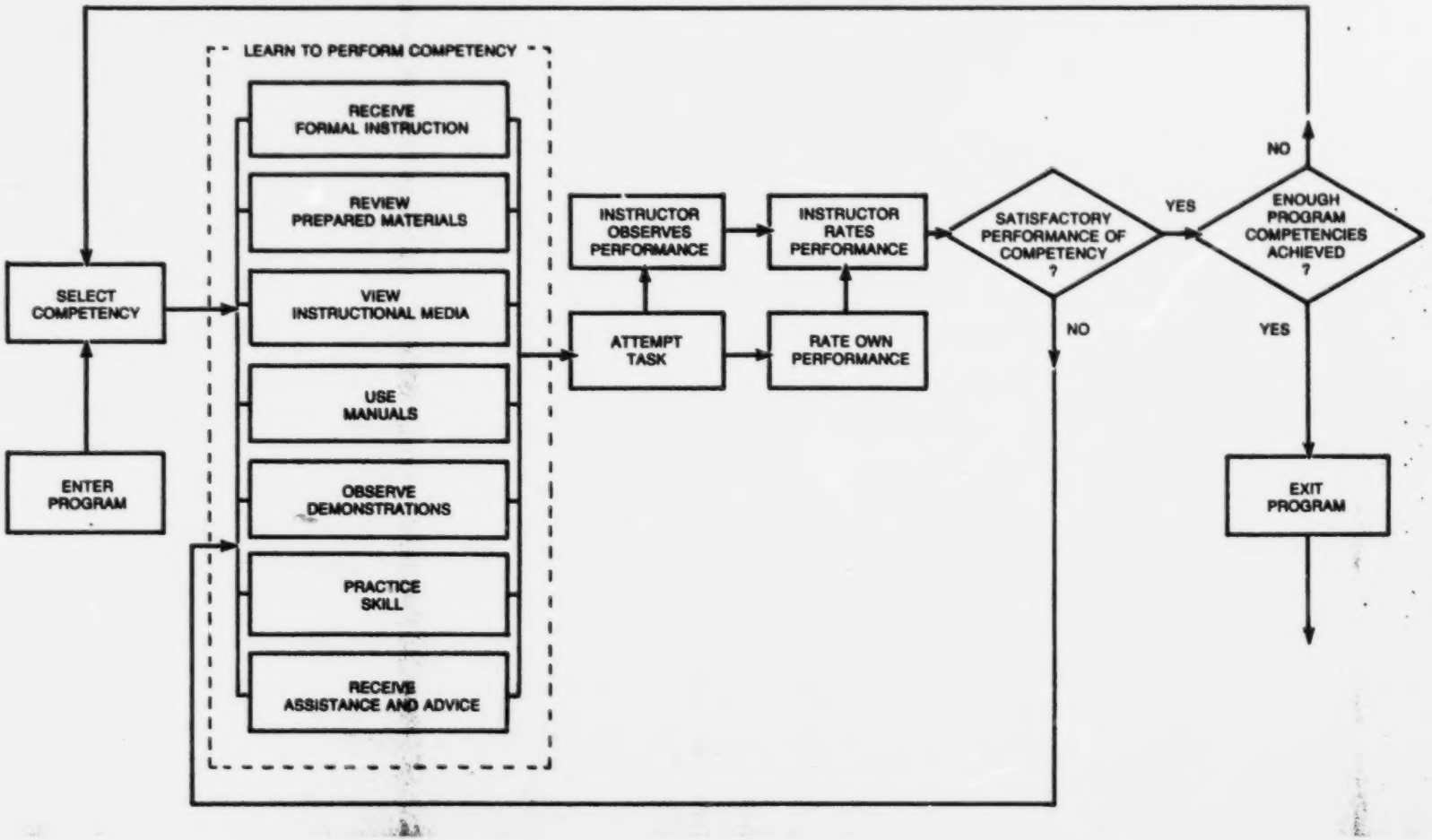
Students in programs in which field experience or live work is involved will need additional information about this. For example, they will need to clearly understand the nature and purpose of these experiences, how the experiences are scheduled, any requirements they must fulfill to qualify for these experiences, how they will be supervised and evaluated during such experiences, and the like.

Orient Students to the Instructional Materials

In conventional programs, students might all read the same textbook chapter at the same time, take a group test on that chapter, and then go on to something else, regardless of how well they did.

SAMPLE 1

PROGRAM INSTRUCTIONAL PLAN

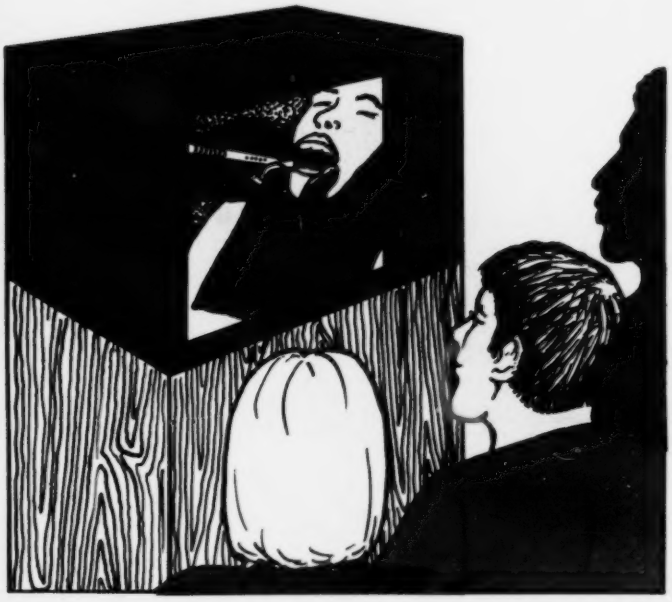


Most CBE programs do not rely heavily on one or two selected textbooks to provide students with information. Instead, CBE programs often rely on competency-specific learning packages.

For example, students may use a learning guide or file of learning resources for each competency or group of closely related competencies that they are working on. Typically, each learning package either contains the information students need to know for that competency or refers students to specific sources for the information. Furthermore, the materials provide detailed activity directions and suggest optional activities and supplementary resources for additional information and exposure.

If students will be using individual learning packages in your program, they need to understand the nature of those materials. They need to know that the materials provide a variety of routes for reaching the learning goal. If, for example, an information sheet is not sufficient, then other resources (e.g., pamphlets, trade magazines, audiovisuals, field trips, guest speakers) are suggested to help the students acquire the necessary knowledge.

They also need to understand that much of their time will be spent actually practicing a skill. For example, they may first read a short information sheet, watch a videotaped demonstration, and handle the tools involved; then they can practice the skill themselves. If they feel they need more instruction, they can review the videotape.



Most important, they must understand that they do **not** go through a sequence of learning package activities once and then go on—regardless of whether they have reached competence or not. You must make it clear to students during orientation that work on a particular learning package continues until they can **successfully** perform the competency.

Orient Students to Your Assessment System

One of the most important parts of the program is that of assessing student performance. Therefore, it is vital that you explain to new students exactly how their performance will be assessed. Although there may be slight variations in the information you provide, depending on your CBE program model, in general you need to explain the following concepts:

- That only when their performance meets the given criteria for a competency will they be able to move on to other competencies
- That they will be assessed on a competency when they are ready, not before
- That to determine readiness, they are required first to self-assess, using the given criteria
- That each assessment will be followed by a postassessment conference, and how these conferences will be conducted
- That they will need to recycle if their performance does not meet the given criteria, and how recycling will be handled
- That they are not going to be graded in the conventional way; that grading will not be "on a curve," nor will ratings be averaged to compensate for poor performance on certain competencies
- That what matters is that they learn each skill; that the amount of time it takes is of lesser importance
- That, however, continual progress is expected and that they don't have forever to master a competency, particularly if "speed of learning" is actually an occupational skill demanded by employers

Finally, you need to explain the overall rating and grading system you will use in your program. New students are typically very concerned about this. You will need to provide students with **detailed** information about items such as the following so that there are no surprises for them later in the program:

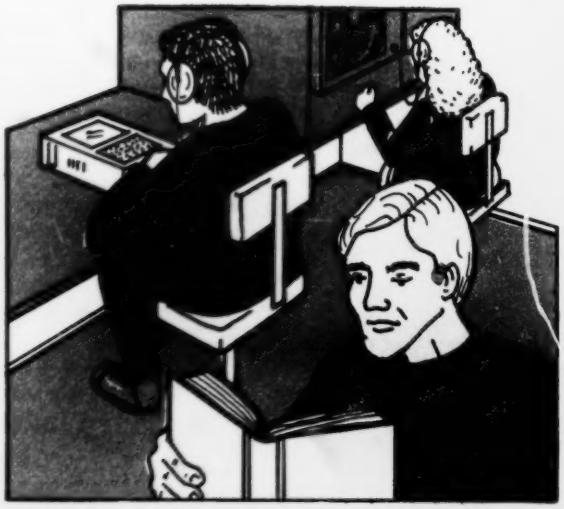
- The scale you will use in rating each competency (e.g., credit/no-credit, mastery/nonmastery, or four-point scale)
- The procedure used to calculate semester or course grades, if applicable
- Each factor that goes into the grade (e.g., competency ratings, number of competencies achieved, rating on employability skills, amount of participation)

Orient Students to Your Facilities

Because CBE emphasizes individualized instruction and performance assessment, the facilities used for CBE are usually somewhat different from those of a conventional program. The facilities are arranged to allow students to work individually, as well as in small groups or in a large group. And sufficient space is provided to house and allow the use of a wide variety of equipment and materials. Your students will perform better if they are familiar with your facilities.

Furthermore, students completing learning activities in a CBE program generally make use of a great deal of equipment and numerous reference materials—tape recorders, projectors, cameras, duplicating machines, learning packages, audiovisual presentations, texts, journals, and technical manuals, just to name a few. Their use of such equipment and materials is important to their success in the program. Consequently, you need to make sure that they know exactly what resources are available, where they are located, and procedures for their use.

A unique CBE facility that you should tell students about is the resource center. Students need to know where the resource center is located (e.g., in the lab,



in a separate facility). And they need to know what resources are available there (e.g., learning packages, required and supplementary audiovisual and print materials, a videotaping studio to record student performance, a viewing room for assessment purposes, an area for postassessment conferences).

You should also be sure to include information on the appropriate use of the resource center. Students need to understand that the resource center is a place for quiet, clean work (e.g., reading, viewing audiovisuals, completing written activities). And they must understand that **all** of them need to take responsibility for ensuring that the environment is relatively free of distractions so that **each** of them can concentrate on the task at hand.

Finally, students need to know any procedures governing the use of the resource center, as well as the use of the resources in that center. For example, when can they use the resource center? Do they need to sign out of the classroom/lab or to secure your permission? What management systems govern the use of resources? Is there a specific check-in/check-out system for resources, tools, or equipment?

Orientation Techniques

There are a number of techniques that have proven to be effective in orienting students to a CBE program: use of learning packages, audiovisual materials, tours, advanced students, and so on. Which of these orientation techniques is most appropriate for your program will depend on a number of factors, including the availability of resource materials and persons, the age and learning styles of your students, and the specific objectives of your program.

Regardless of the specific techniques you choose, however, three principles need to be kept in mind in planning how students will be oriented. First, the orientation activities you design should include students as active participants. Second, the activities should be designed to help entering students begin learning as soon and as easily as possible. And finally, the orientation program needs to allow for different student needs. Let's look a little more closely for a moment at that last principle.

CBE recognizes that learners enrolling in a program are individuals, with different needs, interests, and abilities, and different levels of occupational experience. Likewise, CBE accepts the fact that not all students will have the same orientation needs.

For example, some students may have never heard of CBE and may need to participate in the full orientation program before beginning instruction. Some may be very familiar with your CBE program for some reason (e.g., a close friend or relative was in the program, or they were in the program previously working on a suboccupation). Others may be somewhat familiar with CBE but not with your specific CBE program model. You need to be able to direct each student to activities that will meet his or her specific orientation needs.

Furthermore, although conducting large-group orientation sessions at the beginning of each year may be the most efficient possible delivery method from your point of view, that may not always be practical. If small groups of students then join the program at the beginning of each term, how do you orient them? If the program provides for open-entry/open-exit, how do you orient each new individual?

The answer is that your orientation program must be designed to meet the needs of your particular situation and, if necessary, to be flexible enough to facilitate the entry of students with different needs, who enroll at different times, and in different group sizes.

With those conditions in mind, let us now look at the specific orientation techniques available to you.

Use of Learning Packages

You may decide that a learning package, modeled after those used in the program, would be an effective orientation tool. Properly designed, this can be an excellent approach. The content can clearly present the needed information on CBE and your specific CBE program. In addition, the student becomes familiar with the format of program learning packages and successfully completes his or her first learning package in the process of being oriented.

An orientation learning package should begin with an explanation of the objectives of the orientation. (It is, after all, only logical that you should develop performance objectives for students' orientation to your CBE program. Sample 2 shows one postsecondary institution's orientation objectives, organized in the form of a competency profile.)

Given clear objectives, students will know what will be expected of them. For example, after orientation you might want each student to be able to do the following:

- Begin to assume responsibility for the learning process
- Locate and identify resource materials
- Tentatively rate him/herself on each program competency
- Use a competency list (e.g., DACUM chart) to set tentative learning goals
- Find his or her way around the school/college
- Begin working on his/her program

Then, through the activities and materials included in the learning package, students should be provided with the information and experiences required to meet those objectives. You might, for example, include materials such as the following:

- Book and tool lists
- DACUM chart
- Student handbook
- Department rules
- Sample learning plans
- Work schedule
- Administrative forms
- Information sheets on the CBE concepts and on individual aspects of your CBE program (e.g., your rating scale)

Your learning package should include a variety of activities so that it can maintain student interest. A variety of activities and very clear directions are also needed to ensure that the package can be used on a large-group, small-group, or individual basis. And, to the maximum extent possible, the activities should call for student involvement.

In other words, the learning package should not be designed to be simply read from cover to cover. Instead, depending on how it is being used, students should have the opportunity to read, view audiovisuals, participate in discussions and simulations, tour the facilities, and so on.

Use of Audiovisual Materials

You may want to film or tape several standard presentations to use in your orientation program. Audiovisuals can be extremely helpful in providing you with the kind of flexibility you need. They can be used to orient an individual student. Or included in orientation learning package activities. Or presented as part of a large-group orientation session.

Audiovisual materials can be developed to orient students to CBE and to your CBE program. For example, meaningful audiovisual materials can be developed on such topics as the following: how to get the most out of your resource center, how to rate your own performance, and the role of the student and the resource person in a CBE program.

SAMPLE 2

STUDENT ORIENTATION COMPETENCY PROFILE

STEPS TO S.T.E.P.

Name _____

4	C	CAN PERFORM THIS SKILL SATISFACTORILY AND CAN LEAD OTHERS IN PERFORMING IT.
	B	CAN PERFORM THIS SKILL SATISFACTORILY WITH INITIATIVE AND ADAPTABILITY TO SPECIAL PROBLEM SITUATIONS.
	A	CAN PERFORM THIS SKILL SATISFACTORILY WITH MORE THAN ACCEPTABLE SPEED AND QUALITY
3		CAN PERFORM THIS SKILL SATISFACTORILY WITHOUT ASSISTANCE AND/OR SUPERVISION.
2		CAN PERFORM THIS SKILL SATISFACTORILY BUT REQUIRES PERIODIC ASSISTANCE AND/OR SUPERVISION.
1		CAN PERFORM SOME PARTS OF THIS SKILL SATISFACTORILY BUT REQUIRES ASSISTANCE AND/OR SUPERVISION TO PERFORM THE ENTIRE SKILL.

Ratings on the chart are based on industrial performance standards. They are confirmed by an instructor (a skilled and experienced person from this occupation) who views and evaluates performance as he/she would in the role of an employer or supervisor.

Instructor _____

Date _____

A letter of reference, attesting to the individual's attendance, punctuality, and work habits, is available from the Registrar's office.

Communicate with Instructors & Fellow Learners	Identify Instructors Associated with the Program	Identify & Contact Other Learners in the Program	Communicate with Learners & Instructors	Read & Interpret Centre Regulations	Read & Interpret Program Regulations	
Identify & Utilize College Resources	Identify and Contact Principal or Representative	Locate College Resources and Facilities	Use School Library	Locate & Identify Program Equipment	Locate, Identify, and Operate A/V Equipment	
Utilize Support Services	Identify Need for Human Relations	Identify and Use First Aid and Safety Programs and Services	Identify Financial Aid Programs Used by the College	Identify Companies Related to Specific Program		
Participate in Career Planning	Define College Philosophy	Define S.T.E.P. System of Learning	Identify Content of College Program	Identify Career Goals	Relate Experience to Career Goals	Schedule Progress Toward Goals
Apply S.T.E.P. System	Identify and Use Skill Chart for Program	Identify and Use Learning Packages	Define Role of Instructor	Define Role of the Learner	Accept Responsibility for Learning Progress	Relate Chart Skills to Career Goals	Formulate Learning Plans to Accomplish Short-Term Goals
	Identify and Apply Rating System	Relate Chart Skills to College Activities	Participate in Interviews	Evaluate and Record Achievement Progress		

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Experience shows that it is best if these presentations do not focus solely on the general concepts of CBE. Students will tend to learn the general (abstract) concepts best if they are presented in relation to specific (concrete) elements of your CBE program.

Former students—satisfied customers—can also play a role in the audiovisuals you develop for orientation purposes. You could, for example, arrange to videotape industry representatives and former students taking part in a panel discussion. Or you could film an interview with a former student concerning his or her views about and experiences with the CBE program (e.g., Was it enjoyable? Was it effective? How well prepared for employment was he or she? What did he or she like best? Least?).

Of course, audiovisuals can be used to provide program information that is not CBE-specific. Orientations to the occupational area—presented by industry representatives, personnel managers, and similar individuals—can be taped. For example, a talk by a local union representative on what industry expects of workers could be recorded and then played back to the appropriate orientation groups.

And finally, an orientation to the school or college—presented by one or more school officials—can also reach far more people, far more flexibly, if filmed or taped.

Use of Tours

Tours are an important part of the orientation program. Although they can put the students in the role of passive observers, such activities can be designed to involve students by letting them **use** the facilities.

For example, assume that a tour of the resource center is one of your orientation activities—and it should be. You could prepare worksheets that require the students to locate certain materials in the center, to work with the filing system, and to locate information in the record-keeping system. Such hands-on activities will help familiarize students with the environment.

One way to conduct an active tour without taking up any of your time personally is to put the directions on audiotape, for use in a portable cassette recorder. This works especially well when students must be oriented individually.

The recorder is portable, so the student can tour the facility while listening to your taped directions (e.g., "Notice the shelf of books on your right . . .") and then complete the activities suggested (e.g., "Locate videotape LP-19 and place it in a playback unit . . ."). This technique works well, and students like it.

Use of Advanced Students

Advanced students in your program can often be a great help in orienting new students to the program. These students can be teamed up with entering students—a buddy system—and can then guide them through the orientation process. Furthermore, since they are familiar with the program, they can make presentations, answer questions raised by new students, and assist you in many other ways as well.

By making use of the experience and expertise of these students, you can accomplish several things. Incoming students get the personal attention they need—from a peer, whose opinion may have great credibility. You are not trying to do the whole, massive job yourself—perhaps inadequately. And finally, such experiences can help the advanced student develop some important employability skills: communication, supervision, and management skills.

Evaluating the Orientation Program

As is the case with any educational program, you need to build in some sort of system to evaluate the effectiveness of your orientation program—how well it prepares students for CBE. The sooner you receive feedback, the sooner you can solve any problems.

One way of securing immediate feedback is to design activities that call for student participation. For example, you might have students locate certain materials in the resource center as part of the orientation process. If your evaluation of their performance indicates that they have difficulty locating the materials, then you know right away you have a problem to solve, and you will need to modify your orientation program accordingly.

Sometimes student orientation is handled on an individual basis, and you may not be around to observe performance. In that case, it is particularly critical that you build in some sort of yardstick to measure the effectiveness of the activities.

For example, if you use audiovisuals as one part of such an orientation program, you could ask students to complete a pretest and posttest to measure how much they learned, as well as how effective the method was. By asking specific questions about the material covered by the audiovisuals, you can determine if they served their purpose.

Not all needed feedback can be secured during the orientation process, however. You will also need to gather feedback once students are actually working in the CBE program in order to determine whether the orientation activities adequately prepared them for the program.

As students progress through the program, their performance can be used as an evaluation tool. If they are having difficulty with some aspect of your program, it **may** indicate that you need to redesign the phase of the orientation program covering that aspect. (It may, of course, mean instead that you need to redesign that aspect of the CBE program.)

You probably cannot design an orientation that will provide all the program information your students will ever need. However, as a result of careful evaluation and **use** of the evaluation results, you can offer the most thorough orientation program possible. Then, throughout the year, you can provide your students with supplemental information as needed.

If you are completing Module K-6 as part of a competency-based staff development (CBSD) program or performance-based teacher education (PBTE) program, you may wish to evaluate the effectiveness of your own orientation to the CBE concepts and to the CBSD/PBTE program. You may find it helpful to use the criteria listed on the Orientation Checklist, p. 17, as a guide.

You may wish to arrange through your resource person to interview an instructor in an operating CBE program concerning the techniques he or she uses to orient students to the program. You could structure your interview around such questions as the following:

- How long is the orientation program?
- Is it conducted on a large-group, small-group, or individualized basis?
- What types of activities and materials are used?
- What techniques seem to work best? Which do students enjoy most?
- What, if any, problems have been encountered, and how were they solved?
- How is the orientation program evaluated?

Develop an outline of activities that could be used to orient students to a CBE program. As you develop the outline, be sure to include coverage of the entire range of **topics** appropriate for students who have no personal experience with a CBE program.

In addition, for each topic indicated on your outline, identify an appropriate type of **activity**—one that would, in fact, give students the opportunity to gain the knowledge and experience they need to enter a CBE program.

After you have developed your outline of CBE orientation activities, use the Orientation Checklist, p. 17, to evaluate your work.

ORIENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The orientation activities outlined:				
1. should provide students with adequate and appropriate information about the following aspects of the CBE program:				
a. the instructional system	☐	☐	☐	☐
b. the performance assessment system	☐	☐	☐	☐
c. the grading system	☐	☐	☐	☐
d. the instructional materials	☐	☐	☐	☐
e. available supporting audiovisual and print learning materials	☐	☐	☐	☐
f. the role and responsibilities of the student in a CBE program	☐	☐	☐	☐
g. your role as a resource person	☐	☐	☐	☐
h. the procedures for selecting competencies and developing individual program and learning plans	☐	☐	☐	☐
i. the location and use of facilities, including the resource center	☐	☐	☐	☐
j. management systems governing the storage and use of records, supplies, materials, equipment, etc.	☐	☐	☐	☐
The overall program of activities:				
2. seems to be of a reasonable length	☐	☐	☐	☐
3. would be realistic and feasible in application	☐	☐	☐	☐
4. would allow for some flexibility in how orientation is conducted (e.g., with large groups, small groups, or individually)	☐	☐	☐	☐
5. includes activities appropriate to students' information needs	☐	☐	☐	☐
6. would allow students to meet their own individual orientation needs	☐	☐	☐	☐
7. has the potential to motivate students and maintain their interest	☐	☐	☐	☐
8. includes an evaluation component to evaluate the effectiveness of the orientation program	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Orienting Students to CBE, pp. 7–15, revise your outline of orientation activities accordingly, or check with your resource person if necessary.

If you currently have a CBE program or are in the process of implementing one, you may wish to prepare a student handbook (or learning package) designed to orient students to your program. Or you may wish to prepare a student orientation handbook for another existing CBE program with which you are familiar.

Review the organizational structure and management procedures of the program, and identify any institutional policies that impose constraints upon the program. Then, use this information to prepare a student orientation handbook for the program.

The handbook should be designed to orient students to the following:

- The concept of CBE
- Student and instructor roles in CBE
- The occupational competencies
- Individual student program planning
- The learning materials
- The assessment system
- The grading system
- The CBE facilities (resource center, records, storage, etc.)

You may wish to evaluate your competency in developing a student orientation handbook for a CBE program, using the Orientation Handbook Checklist, p. 19.

ORIENTATION HANDBOOK CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

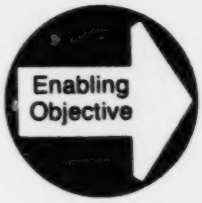
	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The completed handbook:				
1. provides information on the basic concepts of CBE	☐	☐	☐	☐
2. describes student roles and responsibilities in the CBE program	☐	☐	☐	☐
3. describes changed instructor roles	☐	☐	☐	☐
4. describes the format and use of learning materials	☐	☐	☐	☐
5. describes the performance assessment system	☐	☐	☐	☐
6. describes the grading system	☐	☐	☐	☐
7. describes the location and use of the facilities, including: a. resource center	☐	☐	☐	☐
b. records	☐	☐	☐	☐
c. storage of materials, supplies, etc.	☐	☐	☐	☐
8. includes information about individual student program planning (e.g., selection of appropriate occupational competencies)	☐	☐	☐	☐
9. includes a descriptive title and title page	☐	☐	☐	☐
10. includes a table of contents	☐	☐	☐	☐
11. is well organized, clearly written, and neatly presented	☐	☐	☐	☐

Level of Performance: All items should receive FULL or N/A responses. If any item receives a NO or PARTIAL response, you may wish to meet with your resource person to identify additional activities you could complete in order to reach competency in the weak area(s).

NOTES

Learning Experience II

OVERVIEW



After completing the required reading, select appropriate counseling techniques to use in guiding the students described in given case situations through a CBE program.

You will be reading the information sheet, Developing Your Counseling Skills, pp. 22–27.

You may wish to arrange for opportunities to practice your counseling skills.

You will be reading a series of Case Situations, pp. 28–29, and selecting appropriate counseling techniques to use in guiding the students described through a CBE program.

You will be evaluating your competency in selecting appropriate counseling techniques to use in guiding students through a CBE program by comparing your completed responses with the Model Responses, p. 31.

Activity 1

Counseling students is one of the roles of an instructor in a CBE program. For information on the kinds of counseling skills you need to possess and the types of counseling techniques you need to use, read the following information sheet.

DEVELOPING YOUR COUNSELING SKILLS

Volumes have been written about counseling techniques and interpersonal skills. Although some of these materials may be interesting and helpful to you, keep in mind that you, as a vocational-technical instructor, are not a therapist or a personal-problem solver. When students face emotional, financial, or personal problems, you should of course be sympathetic; however, your role will usually involve **referring** those students to other, specially trained personnel.

Your primary responsibility, of course, is to use your **occupational expertise** to help students acquire competence in performing the skills of their chosen occupation. However, you must remember that you are not functioning simply as an occupational expert (e.g., skilled auto mechanic or dental assistant). Your products are not repaired automobiles or clean teeth.

Your products are trained workers capable of performing successfully on the job. Thus, when your students are having trouble pursuing their educational goals, you may need to become involved in helping them solve their problems.

Students' Counseling Needs

There are several situations specific to CBE in which your skills as a counselor will be very important: helping students learn to set goals, determine their skill levels, and manage their time.

Setting Goals

One of your counseling jobs will be to help students learn to establish **realistic** learning goals, involving realistic work loads. Some students feel confused and overwhelmed when they look over a competency listing for the first time. They see perhaps 200 competencies listed and wonder if they can possibly complete such a program. Other students, perhaps eager to complete the program quickly, may want to tackle too many competencies in too short a time.

You need to work with students on a one-to-one basis to help them develop realistic individual program and learning plans that are based on their particular abilities and their specific goals (entry into the occupation or a suboccupation). You need to ensure that the plans include the needed competencies, in the right quantity, and if necessary, in the right sequence.

Bear in mind, again, that your role is that of a counselor. Your task is not to set goals for the students, but to help them learn to set their own goals. Goals will have more meaning to students if they set their own, but they will need some assistance.

You can help them answer such questions as "Where do I begin?" and "Where do I go from there?" You can help them select an appropriate program of competencies and determine which of those competencies can be clustered and which can be tested out on initially.

Most important, you can help students develop initial goals that they can **successfully** achieve. Early success will make them feel good about themselves and the program, and motivate them to go on. By

helping students select an appropriate initial work load—a manageable number of skills, neither too few or too many—you increase their chances of success and provide them with a model for establishing their own work load in the future.

As students progress through the CBE program, their ability to set their own learning goals and to estimate how much work is involved in meeting those goals will generally increase. Also, as you become more familiar with the students and their needs, interests, and abilities, you will be better able to counsel them. Together, you and your students will be able to set realistic learning goals and plans for achieving them.

Determining Skill Levels

Another of your counseling functions will be to help students assess their current skill levels. Many entering students may have an inaccurate view of their level of competence.

Some students will not realize the value of their past occupational experience and will want to start "at the very beginning," on skills they already possess. Others, perhaps due to low self-esteem, will be reluctant to work on even the simplest skills. Still others will tend to overestimate their abilities and want to start by attempting skills that are beyond their present capability.

You can first help students determine their skill levels when they enter the program. You need to meet with each individual student to review and discuss the competency listing. Through discussion, you can help the overconfident student see that more is required than he or she seems to think. Through discussion, you can help the underconfident student identify his/her strengths.

Remember, part of being a counselor is dealing with the **whole** person. Students often need more than information and facts. Insecure students need reassurance; you need to take the time to express confidence in them and to remind them that others have succeeded by taking one step at a time.

As students then progress through the program, further counseling during postassessment conferences will need to occur to help students learn to accurately assess their skill levels. Some students will try to test out on competencies without having completed the learning activities. All students will complete learning experiences and try to demonstrate competence on the specified performance tests. By providing detailed **feedback** to students concerning the assessment results, they will gradually learn to assess their own performance more accurately.

Managing Time

Students entering CBE programs often have difficulty in managing their time. Those accustomed to teacher-directed learning situations may find it difficult to make the transition to a learning situation in which they are more responsible for their own learning. Consequently, you may need to spend more time with individual students at the beginning of the program to ensure that they get properly organized and feel comfortable with the self-paced CBE system.

Some students may feel pressured to complete all the skills on the competency list quickly. They may feel that to achieve—to progress—means getting as many ratings as they can in the shortest possible time, whether they have achieved proficiency or not. You need to help these students (1) to understand that becoming competent in a skill is what is important and (2) to learn how to set more realistic time lines for themselves.

For example, a student might plan to achieve a particular competency in one day's time—a goal you know to be unrealistic. As a counselor, you can **suggest** that the deadline is probably unrealistic, but final responsibility for setting deadlines should be left to the student. If the student tries to meet an unrealistic deadline and does not succeed, a lesson will have been learned. With your help, the student can then modify his/her time lines and learn to set more realistic deadlines in the future.

Other students, perhaps the majority, may not make much initial progress at all. Without any teacher-imposed deadlines structuring their activities, they

may tend to meander through the program. These students, too, need your help in learning to manage their time. They need to be encouraged to set time limits for completing skills—and to take responsibility for meeting their established deadlines.

The process of helping students to set realistic deadlines can be aided if you furnish them with information about the average number of hours it takes students to complete each competency. You should be collecting and refining this type of data continually as your students work their way through your program.

Remember, however, that it should be made absolutely clear to students that such data are provided only as a **guide**, that they are not absolute goals or standards to be met, and that in a self-paced program, it is expected that progress will vary. This is particularly important in the case of slower students; they must not feel that they are "failing" because they are not able to achieve a competency in the "average" amount of time.

The Art of Counseling

Up until now, we have been talking about the kinds of assistance students require and the types of help, counseling, and advice you can provide in response to students' needs. But the art of counseling is more complicated than merely offering advice. You need to know when and how to counsel so that your efforts will be productive.

Furthermore, your counseling efforts need to be designed to help students learn to solve their own problems. Counseling does not mean that students can come to you with their problems and you will give them pat answers. They should understand that you are there to help but that they **share** the responsibility for planning and carrying out their own learning plans—a responsibility that includes solving any problems they encounter along the way.

When to Counsel

It may sound as if counseling duties will require a great deal of your time. You may be thinking that, with all those counseling tasks, you will probably have to spend a specific amount of time counseling each student every day. This is really not the case.

In reality, most teachers in CBE programs schedule a formal counseling session, for each student, on the average of once every two to three weeks. Other counseling occurs informally in the lab, resource center, or even the cafeteria, as the need and occasion arises.

One way in which you can identify when counseling is needed is to monitor **student progress**. Helping students in a CBE program to maintain progress is a crucial part of your job. To do so, you must work regularly on a one-to-one basis with each student to identify and solve blocks to learning and provide needed encouragement.

Ideally, your CBE program should allow students to progress at their own rate. Even so, you should set minimum standards of progress and periodically assess students' advancement. Slow or nonexistent progress may indicate that a student has lost motivation, or that the goals are too high, or that he/she is unsuited for the occupation.

Student progress through the program can be identified by checking your progress chart. You can also use self-checks and other written work along the way as supplementary diagnostic tools to determine students' progress.

When you notice a slowdown in the learning process, you can schedule a counseling session with the student concerned. You will need to find out what the problem is and how you can help correct the situation. You may discover that you and the student need to revise his/her learning plan or to develop an alternative program. Or you may find that a student needs to be guided to additional resource materials or needs additional practice opportunities or needs some sort of remediation.

Another way in which you can identify the need for counseling is through assessment of **student performance**. If a student's performance of a competency does not meet the established criteria, then part of your postassessment conference time should be spent in counseling. Was the student nervous? Had he or she neglected to self-assess first to ensure that he/she was ready to be assessed? Is the student trying to rush through the program? And so on.

When to Refer

Earlier we said that your counseling efforts are best limited to problems relating to your vocational-technical program and students' career goals. If students have other problems, you should usually refer them to other trained professionals. This is another part of the *when*—knowing when to counsel and when to refer. An important part of counseling is understanding when it's time to get help from others.

Assume, for example, that one of your students is having difficulty achieving various skills because she is a very poor reader and cannot properly complete the learning activities. Having first tried several techniques to help her improve, you realize that the situation is more serious than you feel qualified to handle. In that case, the appropriate response is to refer that student to some place or someone (e.g., a reading lab or remedial reading staff) where specialized help is available.

Of course, in order to refer students to the appropriate sources, it is important for you to know what resources are available to your students and what types of help they can provide. You should acquaint yourself with the specialists in your own institution and in your own community. Frequently, information about available local resources may be obtained from the administration or counseling staff in your institution.

School services. As a vocational-technical teacher, you need to become well acquainted with the services provided by the counseling staff at the institution where you work. Getting to know the counselors personally has its advantages: a problem can be discussed informally over a cup of coffee; a tidbit of helpful guidance information can be obtained through informal conversations. A good working relationship between teacher and counselor is often invaluable when a real need exists.

Although counseling operations differ slightly from school to school, depending upon the size and sophistication of the institution, usual services that can be obtained include the following:

- Student orientation programs
- Career education information
- Testing services (e.g., administration and interpretation of vocational interest, aptitude, and psychological tests)
- Attendance assistance
- Direct and indirect counseling (group and/or individual sessions)
- Curriculum selection and program placement
- Remediation and alternative educational programs
- Work evaluations
- Financial assistance (e.g., scholarships, work-study programs, student loans)

Community services. It is impossible to list all the local service agencies available to assist in meeting student needs. Since such services differ from one community to another, a general listing would not apply to all localities.

There are, however, some federal, state, and national organizations that are available in most areas (sometimes with slightly different names) to which attention should be called. Although sample 3 is not meant to be an exhaustive list, it should give you some general ideas about the possibilities.

In addition to the listings in sample 3, there are **local** organizations, clubs, and agencies that offer assistance for welfare, health, financial aid, and social services. You need to be aware of such resources in your particular community.

At first glance, it might seem as though such lists of agencies are far too comprehensive. You might never expect to need the services of, for example, We Care or the Legal Aid Society. Be assured, however, that vocational-technical teachers have had occasion to call on all of these agencies from time to time. When the situation arises, you will want to have complete and up-to-date information at your fingertips, ready to be used quickly.

How to Counsel

You should by now be aware of the many times when students will need to ask you questions or just talk about their goals and progress. The way you deal with students will have an effect on how well they succeed in your program. It is not enough just to meet with students. During those meetings, you need to exhibit sympathy, personal interest, and concern—and you need to be fair.

There are several approaches that you should keep in mind during counseling sessions: using motivational techniques, using constructive criticism, encouraging open communication, and allowing students to experiment.[1]

Motivation. You know that students are encouraged to keep going when they are praised for what they have already done. Therefore, you should try to compliment and congratulate students for a job well done. If a student does exceptionally fine work, tell him/her so. Always try to find the time to praise students' accomplishments. They will appreciate your recognition of their accomplishments and be encouraged to work even harder in the future.

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1. To gain skill in conducting student conferences, you may wish to refer to Module F-3, *Use Conferences to Help Meet Student Needs.*

SAMPLE 3

COMMUNITY SERVICE ORGANIZATIONS

Alcoholics Anonymous
Provides help in recovery from alcoholism

Al-Anon
Provides help to families and friends of alcoholics

Apprenticeship Bureau
Establishes training in apprenticeable occupations; coordinates training and facilities with school boards

Bureau of Unemployment Compensation
Provides payment of unemployment benefits to qualified claimants

Continuing Education for Women
Provides individual and group counseling and assistance for women seeking to upgrade their skills, seeking academic or vocational training, entering the job world, or changing career goals

Easter Seal Society
Offers assistance to the speech and hearing impaired

Employment Service, State
Provides employment services to the public (e.g., job testing, counseling, referral, and placement) at no fee

Health and Rehabilitative Service
Offers specialized social, rehabilitative, and health services

Health Department, County
Provides public health clinic care where there is a demonstrated need, public health nursing, emergency medical services, health inspections, dental clinics, programs for venereal diseases, family planning, maternity care, and Medicaid

Home Economics Extension Service
Assists families with nutrition, health and safety, consumer education, money management, and home improvement (low-income families)

Intergovernmental Job Information and Testing Center
(Civil Service Commission)
Provides job information about state and federal employment (testing and applications)

Legal Aid Society
Offers legal assistance to indigent people

Lions Club
Provides glasses and assistance to the sight-impaired

Mental Health Association
Promotes mental health and the prevention of mental illness; provides public education, reading and film library loan, and referrals to professional mental health services

Offender Rehabilitation
Provides supervision of offenders on probation or parole, employment placement, and counseling; recruits volunteers to provide assistance

Parents Anonymous
Provides help for parents who are having or fear they might have a child-abuse problem (physical, verbal, or sexual)

Planned Parenthood
Provides information on birth control and family planning

Public Health Clinics
Provides health services and information for those in financial need

Salvation Army
Offers help to those with physical, emotional, or spiritual needs; provides community services, correctional services, detoxification for alcoholics, family services, transient lodging, emergency services, and extended services

Spouse Abuse
Provides aid (shelter, referral, counseling) for abused spouses and children

Suicide Prevention
Provides intervention services and assistance to people contemplating suicide

Thee Door
Provides comprehensive substance-abuse treatment, rehabilitation, and education; offers individualized academic assistance in a school setting, teacher training in classroom management skills, family counseling, and supportive services

Visiting Nurse Association
Provides care for the sick in their homes, under order of a physician

We Care, Inc.
Provides suicide/homicide prevention and crisis intervention services (e.g., visits to those in crisis, teenage hotline, referral to appropriate agencies)

Welfare Association
Provides emergency financial aid to people referred by a state or county worker

Furthermore, you should help students develop their own methods of self-motivation. At times they will need to push themselves to complete a project or assignment. Also, on the job they will be expected to perform without someone constantly telling them they're doing well.

In order to motivate themselves, you could suggest that they think of an intermediate reward for their efforts. In your program, that could be moving on to other skills or graduating. In the work force, it could be a weekly paycheck or a promotion. Or, you can tell them to keep in mind the satisfaction they will feel from their work.

Constructive criticism. Because students are learners and not experts, they will make mistakes. And you need to point out what they did wrong so that they can correct it in the future. Thus, "criticism" is part of teaching—but you should always make it constructive.

Criticism is constructive when it focuses on performance and not on the person. And it is constructive when you do more than just tell students they've made a mistake. Instead, you want them to understand why what they did was wrong and to help them figure out what they should have done instead. Your students need this kind of helpful feedback in order to develop their skills.

Open communication. You need to encourage open communication so that your students will feel free to ask for help. You are a valuable resource for your students to use. If they feel comfortable talking to you, they can discuss with you their concerns and questions and learn even more about their chosen careers.

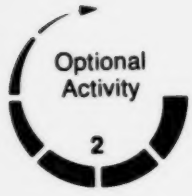
Furthermore, open communication is necessary if you want to find out how students feel about what they want, what they can do, and how they are progressing. You cannot successfully guide a student through a CBE program unless you have this information.

There are a number of ways to encourage open communication. Make yourself available to students as often as possible. Be willing to talk when they come to you. Let them know that you realize that each one of them is different, with different learning styles, different needs, and different learning paces. And be open to new ideas and to their desire to experiment and find their own way.

Experimentation. The old adage that practice makes perfect still holds true today. Therefore, you should let your students experiment, knowing that they will learn even if they risk failure.

For example, a student in a cooking class may decide that it really doesn't matter in what order the ingredients for a souffle are mixed. If she acts on that belief, her cheese souffle may not rise. If she then makes the same dish again—this time following the directions exactly—her souffle will likely be a success. In the process, it is probable that she will satisfy herself that her method does not work and also reinforce her knowledge of the correct process.

Students need to understand that they can continue to practice a skill until they can do it correctly. In CBE, the **emphasis** is on learning to perform successfully, not on meeting a time schedule. You need to make it clear that you want your students to succeed and will give them the time they need to do that. Even if they fail once or twice, they can keep working until they acquire the needed skill.



You may wish to practice your counseling skills as you serve in a leadership or teaching role in other groups with which you are involved (e.g., 4-H, scouting, religious education classes, tutoring nonreaders for a volunteer group).

You can make yourself available to group members by scheduling open counseling sessions or meeting with them individually. You may wish to evaluate your performance, based on questions such as the following:

- Did you use constructive criticism?
- Did you encourage motivation with a generous use of praise?
- Did you encourage open and free communication?
- Did you encourage experimentation?

Read the following case situations illustrating the types of problems that students bring to counseling sessions. After reading each situation, **describe in writing** how you would respond to the student's concerns.

CASE SITUATIONS

1. One of your students says to you, "I've drawn up a new learning plan. Here's what I want to do—my objective. Do you think that these skills are the ones that I should have included? I checked the learning packages, but what learning activities do **you** think I should do?"

2. You meet with a student who says, "I know that I'm behind in my work. I was working with these hair coloring products but made a mistake. I grabbed the wrong bottles. What a mess! Good thing it was only test strands of hair. Think what would have happened if it had been a customer. But it's put me way behind. I'll have to do that activity all over again and I've wasted the products. And I'll have to get a new set of test strands. I might as well start back at square one. I should have stayed home. How stupid of me!"

3. Another student says, "Well, you've just given me ratings on this learning plan and project. But I haven't the slightest idea of what I should do next."

4. You talk with a student who confides, "Everything started out fine, but now I just don't want to do the job. I find it boring. I'm tired of it. I can't seem to get going anymore."

NOTES

Compare your written responses to the case situations with the model responses given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL RESPONSES

1. In this situation, the student is trying to place the responsibility for the learning process on your shoulders. You, the teacher, can use questioning techniques to help the student provide the answers to his/her own problems.

   For example, you could ask such questions as the following: What learning activities do **you** think you need to do? Since you have reviewed the learning packages, what skills would **you** like to concentrate on during this project or plan?

   Only after the student has expressed his/her intentions, desires, or own assessment of the situation can you offer effective guidance. Perhaps this student is insecure, but you can gently lead the student to answer his/her own questions. Also, you can provide reinforcement when agreement is reached.

2. This student needs some motivation, as well as some help in focusing on the positive aspects of his/her experience. The student is experiencing a feeling of set-back or failure, yet he or she has made some gains that need to be further explored and discussed.

   You could ask about what he or she has learned about the effects of using the wrong product. You could ask the student about the possible effects on a customer. You could point out that this apparent failure has, in fact, been a positive learning experience; having made this mistake, it is unlikely that it will happen again.

3. The question of what to do next can crop up at any point in the learning process. Again, you need to help the student arrive at his/her own answers. You could suggest several projects to the student and let him/her make the decision. Or you could suggest that the student talk to other students and find out what they are doing. Perhaps he or she would be interested in following one of those learning plans.

   Since the student has just completed a project, he/she may need some time to think before setting new learning goals. If you find that the student cannot set new goals or has lost enthusiasm, you could suggest a short-term learning plan that could be pursued until the student has reestablished a direction.

4. When a student expresses a loss of motivation, you need to be aware of the sensitivity required in responding to the problem. Your listening skills are greatly needed. You need to encourage the student to talk more in order to identify what has caused the loss of motivation.

   You are not a therapist; your first task is to determine if the problem is associated with the educational program. If it is, then you need to work **with** the student to identify the specific nature of the problem, as well as some potential solution strategies. If not—if, for example, the loss of motivation is due to a physical, financial, emotional, or social problem—then your role should be to refer the student to those professionals best qualified to help him/her solve the problem.

Level of Performance: Your written responses to the case situations should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Developing Your Counseling Skills, pp. 22–27, or check with your resource person if necessary.

NOTES

Learning Experience III

OVERVIEW

After completing the required reading, critique the performance of the teacher described in a given case study in developing individual plans for a student in a CBE program.

You will be reading the information sheet, Developing Individual Plans, pp. 34–39.

You will be reading the Case Study, p. 40, and critiquing the performance of the teacher described.

You will be evaluating your competency in critiquing the teacher's performance in developing individual plans by comparing your completed critique with the Model Critique, pp. 41–42.

Activity 1

Individual plans are an invaluable management tool in a CBE program. For information on how you can work with each of your students to devise a program plan and learning plans appropriate to his or her needs, abilities, and goals, read the following information sheet.

DEVELOPING INDIVIDUAL PLANS

In most conventional, group-based programs, a single program plan is developed on the assumption that all students will be learning the same things, at the same time, in the same way. However, this assumption does not hold true in CBE programs.

CBE programs are designed to meet students' individual—and varied—career goals, needs, interests, and abilities. And students in a CBE program are allowed to work at their own pace and to work on a particular competency until they can perform it successfully.

Thus, students in CBE programs are often working on different things, at different times, in different ways. A single program plan for all students cannot guide all this varied activity and progress; some form of individualized planning is needed. There are, in general, two kinds of individual plans:

- An initial overall program plan that is made with the student as he/she enters the program, which specifies the exact competencies that student needs to achieve for entry into the occupation of his/her choice
- A whole series of short learning plans or contracts describing what the student is expected to accomplish during a particular period of time in the program

The second type is obviously related to the first, in that the short learning plan deals with a segment of the overall program plan.

The benefit of individual plans—both to you and your students—is enormous. You will be facilitating and managing all the different learning activities your students will be working on. Students will come to you every day with questions and problems, so you

will need to know, on the spot, what set of competencies a given student is completing. Individual plans can give you this information.

Individual plans also give this information to your students. A basic principle of CBE is that students know in advance what they are expected to achieve. Each student's individual plans will spell out the competencies he or she is to achieve—both to complete a short-term learning plan and to complete the total program. Students will know the exact content of their programs and can track their progress through the program.

The Planning Process

The development of individual plans starts with an assessment of student needs, interests, abilities, goals, and so on. Based on that information, appropriate individual program plans can be developed for each student. Finally, to guide students as they work through their programs on a day-to-day basis, individual learning plans, covering short periods of time, must be developed.

A couple of reminders are in order, however. First, it is essential that students are **involved** in the entire process of developing individual plans—including student assessment. Each student needs to share in the task of determining needs and goals and developing plans to meet those needs and goals. As a result, students are more likely to feel

a sense of responsibility for their plans and to approach their programs enthusiastically, with a commitment to achievement and success.

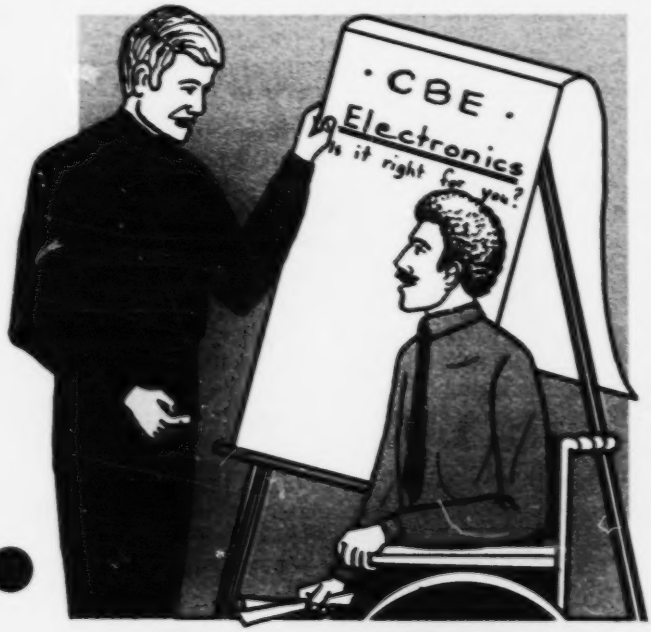
Second, developing individual learning plans will involve a great deal of interaction between you and your students. And the nature of this interaction will be very personal—how well students can perform certain skills, how many competencies they should try to complete within a given time period, and so on. Your students may be sensitive about discussing their needs and abilities. Thus, you will have ample occasion to **use your counseling skills**.

Let's look at the planning process a little more closely.

Assessing Students' Needs and Goals

You should already be familiar with the process of determining students' needs, interests, abilities, learning styles, and goals. Determining these student characteristics is usually a standard part of planning vocational instruction, whether the program is conventional or competency-based. The procedures and techniques commonly used will serve equally well in your competency-based program.

Another part of student assessment is to help students determine whether your program is, in fact, appropriate for them. Does your CBE program offer training in the skills students need for their chosen careers? Have students chosen careers in your occupational area that are suited to their own aptitudes and interests? This process, also, is probably not new to you, since it is usually built into vocational instructional planning.



Developing Individual Program Plans

Once you and your students have ensured that they are in the appropriate program and have identified their needs, abilities, and goals, you can meet with each student individually to develop individual program plans.

To develop each student's plan, you should first consider that student's career goal. You will have primary responsibility for identifying the competencies on the task list that the student will need to achieve, based on the occupation or suboccupation he or she wishes to enter. As you develop the plan, you can explain to the student what these competencies are, in general terms, and why they are included in the plan.

Next, you and the student should add any other skills that the student needs. The student assessment process should have identified any additional skills that should be included in the student's plan. Some students may need some remediation in occupational basics; others may need remediation in basic skills such as reading, math, and communication.

Finally you and the student need to identify, at least tentatively, the skills that the student may already possess. One way to identify these skills is to ask the student to tentatively rate him/herself on each competency listed for his/her program.

For those competencies a student claims to be able to do well, you need to ask a few probing questions to determine if the high rating seems to be justified. If you agree with the student's judgment, you can remove that skill from the program plan for the time being. At some point, however, the student needs to take the performance test covering each of these skills to verify that he or she is in fact competent.

The program plan you develop with each student should be in some written form to serve as a permanent record. The form this takes may depend on the record-keeping procedures at your school or college. One good method is to use the competency list for your program as a planning device.

For example, on a competency profile, you could indicate the competencies the student must achieve by coloring each of those boxes red. You could flag those competencies the student thinks he or she already possesses with an asterisk. If the competencies are in list form, you could simply initial the competencies that make up the student's program. With a computerized system, the individual's program can be entered into the computer's database.

Developing Individual Learning Plans

Having developed an overall plan for—and with—each student, the next task is to decide which competencies the student will work on first. In some programs, competencies need to be completed in a predetermined sequence; most programs, however, provide for a good deal of individual choice.

If individual choice is possible, the first group of competencies each student pursues should include those that will capture his/her interest and provide success experiences. For example, you could ask each student what he/she is most interested in and start the student on some related competencies. You can also suggest some basic skills in which you know the student can readily succeed.

Next, you need to develop a written learning plan that documents the agreed-upon scope of work. An individual learning plan is, briefly, a form on which you record the specific competencies that the student is to work on during a specific period of time.

As with any individual plan, it should be completed by the instructor and the student, working together, and it should be signed by both individuals. When you and the student sign the plan, you both commit yourselves to work toward its fulfillment. This allows the student to feel a sense of responsibility for the work outlined in the plan, which can be motivational.

Any learning plan that you use should meet certain standards. First, it should cover a specified period of time. Most instructors agree that it is best if a single plan covers four to six weeks. This provides enough time for the students to achieve a significant set of competencies. On the other hand, it does not provide so much time that the students feel they have time to burn, so to speak.

Second, the plan should make provision for renegotiation, upon mutual agreement of both the instructor and the student. There should also be time limits for renegotiation—not too soon in the plan, but not too late.

Third, the plan should list the specific program competencies the student is to achieve. These individual competencies can be grouped under more general unit objectives. For example, you might list 15 competencies under a general unit objective.

You might require students to complete all the competencies listed in the plan. Or you might want to specify that the student must complete a numerical range of the identified competencies. For example, you might require the student to contract to complete at least 10–12 of the 15 competencies within the time period covered. This allows the student more choice and flexibility.

Finally, you need to use your own judgment and knowledge of your own local situation to identify any other information to be included in the plan. Let's say, for example, that your program competencies are all coded for easy reference; the learning materials are similarly coded so students know which materials to use for which competencies. In that case, it would certainly be wise to use this same coding system in listing competencies on students' plans.

You will need multiple copies of the plan. At the least, you and the student should each have a copy. You may want additional copies. For example, you may want to file one copy and keep duplicate copies in a loose-leaf notebook to which you can quickly refer during instruction. In addition, your administration may require additional copies (to be placed in central office records, for example).

Sample 4 shows a learning plan in the form of a contract. Notice that it requires the student to complete a range of competencies (10–13) by a specific date. Individual competencies are listed in groups, according to unit titles. A numerical code is used to identify the competencies.

The contract includes provisions for renegotiation. And space is provided for recording when conferences are held concerning the contract. The first session indicated on the form in sample 4 is the date on which the original contract between instructor and student was developed.

Sample 5 shows another type of learning plan. You will notice that this plan is much simpler and less official-looking than the learning contract in sample 4. Nonetheless, it contains essentially the same information.

SAMPLE 4

LEARNING CONTRACT

BOONE COUNTY CAREER AND TECHNICAL CENTER
GRADING CONTRACT

I, Rodney J. Student, do contract with Mr. T. Churr to complete 10 to 13 competencies and/or performance objectives during the Fall 1986 semester. These must be completed by January 27, 1987 (date).

Please list units, competencies, and/or performance objectives:

Unit Title	Competency Statement
Form Carpentry	01/01, 02/01, 03/01, 03/02, 04/01, 04/02, 05/01, 06/01, 07/01, 08/01, 09/01, 09/02, 10/01, 11/01, 12/01

The contract shall be negotiated by the fifth week. This contract may be renegotiated by either the student or the instructor when deemed necessary and mutually agreed upon by both parties.

I have been informed that in order for me to receive a passing grade (P) for this semester, I must fulfill the conditions of this contract.

SESSIONS	CONFERENCE DATE	CONTRACT TIME	INSTRUCTOR'S INITIALS	STUDENT'S INITIALS
#1	9-27-96	20 min.	T.C.	R.J.S.

T. Churr (Signature of Instructor) Sept. 27 1986 (Date) Rodney J. Student (Signature of Student)

I, _____, renegotiate this contract for:

Unit Title	Competency Statement

_____ (Signature of Instructor) _____ (Date) _____ (Signature of Student)

Please complete in triplicate form, one for your files, the student, and the office.

SOURCE: Boone County Career and Technical Center, Danville, West Virginia.

SAMPLE 5

LEARNING PLAN

No. _____ Learner _____ Program _____

LEARNING GOAL (OBJECTIVE) _____

_____

_____

_____

_____

_____

_____

SKILLS TO BE DEVELOPED _____

_____

_____

_____

_____

_____

_____

Proposed Start Date _____

Proposed Completion Date _____ Date Rated _____

Signed by _____ _____
Learner Instructor

SOURCE: Holland College, Charlottetown, Prince Edward Island, Canada.

The Implementation Process

Once you and your students have developed individual plans, in whatever form, they can then be implemented. Students can use their program plans as a master guide in working to achieve the required competencies. You can use the program plans as a tool for monitoring students' progress through their own individual programs. A quick glance at a student's learning plan can tell both you and the student, in general terms, what work is currently to be done and how much time there is to do it.

There are, however, a few points to keep in mind as students work to attain the competencies identified in their individual plans. First, you may need to confirm students' entry ratings of their skills. Second, you will need to ensure that evaluation and revision of student plans is an ongoing activity.

Confirming Entry Ratings

On entering the program, students generally rate themselves on the competencies in their program and indicate those skills they feel they already possess, perhaps through prior education or experience. These ratings are only tentative, however. Thus, one thing you need to do is to confirm these tentative entry ratings.

As mentioned previously, you can confirm tentative entry ratings using performance tests. For each competency a student claims to possess, he/she must pass the required performance test. You may not have time to administer these performance tests all at once, at the beginning of the term. You can, however, administer such tests as necessary during the program, as students work on other competencies in their individual plans.

Consider, for example, the case of a student in a carpentry program who claims skill in a particular operation, such as using a radial arm saw. One of the competencies in the student's program, *Construct a miter joint,* requires the use of a radial arm saw. As you rate the student's performance in constructing a miter joint, you could take the opportunity to check his/her skill in operating a radial arm saw as well.

Other factors might require that you confirm tentative entry ratings at some other point in a student's progress. One such factor would be safety. Even in the previous example, you would not allow a student to use the radial arm saw unless you were certain that the student knew the appropriate safety practices for the machine. You will need to use your own experience and judgment in determining what other factors might affect how you confirm students' tentative entry ratings.

Evaluating Plans on an Ongoing Basis

The initial plans that you and your students develop are not set in stone. Consider the program plans, for example. As students attempt to test out on those skills in which they thought they were already competent, they may not always be successful. Those skills will then need to be added to their plans.

On the other hand, as they progress through the program, students' career goals may change somewhat, or they may discover they possess **more** of the skills than they thought. You need to monitor these changes to ensure that the total program of competencies continues to reflect student needs and goals.

Furthermore, each time a student completes a learning plan or contract, a new one must be prepared. For the new plan to be appropriate, you need to evaluate the kind of progress the student has made up to that point.

Initial plans, in particular, are not always realistic; you are not yet familiar with the students and they are not yet familiar with the program. Thus, an initial plan may be overly optimistic, containing more competencies than a given student can complete within the time allotted. On the other hand, an initial plan may not sufficiently challenge a student; it may allow too much time to complete too few competencies.

Thus, you will need to monitor each student's progress in working through the competencies listed in his/her learning plan. Is the student's rate of progress adequate? In other words, if the student continues at his/her present rate, will he/she complete the plan on time, early, or late? Then, in developing subsequent learning plans, you and the student need to modify the amount of work included, based on prior progress.

The following case study describes how one teacher developed individual program and learning plans for a student in his CBE program. Read the case study and then **critique in writing** the teacher's performance, explaining (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher could improve his performance.

CASE STUDY

Fritz Cranston closed his folder and put his pen in his pocket. Enough of this looking through file records. He had been sitting in the central office area for two hours now, poring over his students' files, looking for information he might be able to use in developing individual plans. His eyes and back ached.

Besides, he was supposed to meet with Lou Ellen Sims in five minutes. The two of them were going to sit down and develop her individual plans for his CBE program. Too bad there was so little information in Lou Ellen's file, he thought. Oh well, he could give her an "average" program to begin with and then modify it after he saw how she was doing with it.

Lou Ellen arrived right after Mr. Cranston. The two of them got right down to business. They discussed Lou Ellen's career goal and the fact that she wanted to obtain employment as soon as possible after completing the CBE program. Lou Ellen talked quite a bit about how much she was looking forward to finding that new job and starting on it.

She said she always enjoyed meeting new people and getting to know them. In fact, one of the things she liked best about a career in Mr. Cranston's area was the opportunity for a lot of interpersonal interaction. Mr. Cranston noted with satisfaction that Lou Ellen seemed temperamentally well suited for the career she was planning and that his CBE program would train her well for that career.

Next, they talked about Lou Ellen's prior work experience. She had had a summer job with a local firm that often hired his program graduates. She had apparently spent that summer profitably, because she reeled off a whole list of skills she already possessed.

Mr. Cranston felt that she was perhaps overly optimistic about the number of skills she possessed. He jokingly asked if she had worked her way up to president of the company during her one brief summer there. Lou Ellen stiffened a bit at this.

Lou Ellen and Mr. Cranston then got down to the specifics of writing out her individual plans. Mr. Cranston explained to Lou Ellen that he was using learning contracts as student's individual learning plans. They discussed how the contract was set up, how it worked, and how Lou Ellen could use it as a guide in progressing through her own program of competencies.

First, they reviewed a copy of the competency profile for the total occupational area, and Mr. Cranston explained which of those competencies Lou Ellen would need to possess to meet her career goal. He highlighted those skills for her by coloring those boxes green.

Next, they identified those competencies that Lou Ellen felt she already possessed as a result of her work experience. They marked those competencies with a red check. That left a list of 20 competencies. Lou Ellen was quite sure that she would be able to cover all 20 of the competencies in one contract—a time period of one 18-week semester.

Mr. Cranston copied the list of 20 competencies onto a learning contract form, indicated that Lou Ellen would work to complete all of them, signed it himself, and then had Lou Ellen sign it as well. He then gave her the contract so she could use it to direct her learning. He could refer to it from time to time, as needed, while he was working with her individually.

To end the meeting, Mr. Cranston told Lou Ellen that he would be reviewing her learning contract periodically. This would ensure that their estimate of how much work she could do in one semester was realistic. He also mentioned that during the course of the semester, he would be confirming that she in fact already possessed those other skills.

Lou Ellen thanked him for his help, said she was looking forward to starting on her own program, and went on her way. Mr. Cranston felt satisfied that Lou Ellen's plan would provide her with a good, solid beginning.

Compare your written critique of the teacher's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

On the whole, Mr. Cranston did a pretty good job of developing an individual program plan for Lou Ellen Sims. Although he did make a couple of errors, he and Lou Ellen did succeed in developing a plan that listed the specific program competencies that Lou Ellen needed for entry-level employment in the area.

One major strength of Mr. Cranston's approach was his involvement of Lou Ellen all the way through. He asked her to describe her career goals and involved her in identifying her interests and aptitudes. He also involved her in making the decision that his CBE program was, indeed, appropriate for her.

Many aspects of the specific planning process were also performed well. For example, Mr. Cranston selected specific competencies from the profile chart, based on Lou Ellen's identified career goal, and explained why the selection was made. He carefully explained the purpose and the form of the learning contract they developed. And he considered Lou Ellen's work experience in identifying the program competencies she should work on.

Finally, Mr. Cranston was on the right track when he explained to Lou Ellen that her learning contract would be periodically reviewed and that he would confirm that she indeed possessed certain skills through past experience. At that point, Mr. Cranston was reasonably justified in feeling that he and Lou Ellen had made a good start.

As mentioned previously, however, Mr. Cranston did make some mistakes. First of all, his approach to needs assessment could be improved. Cumulative records are a good place to start, but they are not always as complete or up-to-date as one might hope.

This does not mean, however, that Mr. Cranston was then justified in planning to provide Sue Ellen with an "average" plan. Through discussion with Sue Ellen, her needs, abilities, interests, goals, and learning styles could have been identified—at least in a general way.

To supplement this general information, Mr. Cranston could have arranged for school counselors or other appropriate staff to administer other tests (e.g., vocational interest surveys, basic skills tests, learning style inventories) to secure the needed information.

Second, Mr. Cranston erred in several ways in regard to the skills Lou Ellen felt she already possessed. He should not have made a flippant remark about the number of skills she thought she possessed. She may indeed have an inflated opinion of her own skills. But he was lucky that all she did was to stiffen—her reaction could have been much more drastic. Mr. Cranston missed an obvious opportunity to use some of his counseling skills.

Instead of simply teasing her (to indicate his doubt) and then agreeing to delete those skills from the list—for the time being—he should have pursued the issue more thoroughly. By asking good questions requiring Sue Ellen to describe her previous experiences in some detail, he might have helped her discover that more was involved in performing those skills than she thought.

In addition, he should not just have asked her to identify skills she already possessed. He should have also asked her to tentatively rate herself on each competency. In the rating process, too, she might have discovered that her initial estimate was overly optimistic—that she did not possess the skills at the **level** required.

Finally, Mr. Cranston also made some mistakes in his handling of the learning contract. For one thing, a semester-long contract may be too long; shorter contracts allow students to meet goals more frequently and get a sense that they are making substantial progress.

It is also possible that he should have suggested to Sue Ellen that she might be biting off more than she could chew in trying to complete her total program of competencies in one contract. If she insisted

on including all 20, the terms of the contract could have specified the achievement of a reasonable range of competencies (e.g., 12–18). It is important for student motivation to develop plans that students have a reasonable chance of completing successfully—particularly in the case of the first plan.

In addition, Mr. Cranston should not have produced only one copy of the learning contract. At the least, he should have had his own copy. And he may well need a third copy for his administration. No matter how careful Lou Ellen is with her copy, accidents can and will happen. If Lou Ellen's copy is lost, the two of them will have to sit down and start from scratch again. Mr. Cranston should have guarded against this real possibility by duplicating additional copies.

In summary, Mr. Cranston should remember in the future to (1) use all the sources available to him in assessing students' needs, (2) make better use of his counseling skills, (3) help students select a reasonable number or range of competencies for their learning contracts, and (4) produce multiple copies of the learning contracts. If he addresses these points, he can be better assured that the individual plans he and his students develop are good ones.

Level of Performance: Your written critique of the teacher's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Developing Individual Plans, pp. 34–39, or check with your resource person if necessary.

Learning Experience IV

FINAL EXPERIENCE

In an **actual teaching situation,*** guide your students through the CBE program.

As part of your duties as a resource person, guide your students through the CBE program. This will include—

- orienting students to the program
- using counseling techniques
- developing and implementing individual plans

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review any documentation you have compiled. If possible, arrange to have your resource person observe at least one instance in which you are actually working with students (e.g., orienting them to the program, developing individual learning plans).

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 45–46.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in guiding your students through the CBE program.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Guide Your Students Through the CBE Program (K-6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In orienting students to his/her CBE program, the teacher:						
1. provided information on the basic concepts of CBE ..	☐	☐	☐	☐	☐	☐
2. described the performance assessment system	☐	☐	☐	☐	☐	☐
3. described the learning materials (e.g., learning packages, audiovisuals)	☐	☐	☐	☐	☐	☐
4. described student roles and responsibilities in the CBE program	☐	☐	☐	☐	☐	☐
5. identified the competencies included in the program ..	☐	☐	☐	☐	☐	☐
6. described the location and use of CBE facilities (e.g., resource center, records, storage of materials)	☐	☐	☐	☐	☐	☐
7. included an evaluation component to determine the effectiveness of the orientation program	☐	☐	☐	☐	☐	☐
In using counseling techniques to guide students through the CBE program, the teacher:						
8. worked on a one-to-one, individualized basis	☐	☐	☐	☐	☐	☐
9. referred students to other specially trained professionals when appropriate	☐	☐	☐	☐	☐	☐
10. helped develop and sustain student motivation	☐	☐	☐	☐	☐	☐
11. encouraged open communication	☐	☐	☐	☐	☐	☐
12. allowed students to experiment and helped them to use the results of their experiments as learning tools	☐	☐	☐	☐	☐	☐
13. employed constructive criticism	☐	☐	☐	☐	☐	☐
14. helped students evaluate their progress through the program	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
In developing and implementing individual program and learning plans, the teacher:						
15. used appropriate means to determine students' needs, abilities, and goals	☐	☐	☐	☐	☐	☐
16. determined whether the CBE program was appropriate to students' needs, abilities, and goals	☐	☐	☐	☐	☐	☐
17. involved students to the maximum extent possible in the development of individual plans	☐	☐	☐	☐	☐	☐
18. identified program competencies required by entry-level workers in students' chosen careers	☐	☐	☐	☐	☐	☐
19. assigned tentative entry ratings for skills students already possessed	☐	☐	☐	☐	☐	☐
20. identified additional skills needed by individual students (e.g., occupational basics, basic skills)	☐	☐	☐	☐	☐	☐
21. specified the total set of competencies for each student's individual program plan in written form	☐	☐	☐	☐	☐	☐
22. developed an individual learning plan covering a realistic time period and realistic number of competencies	☐	☐	☐	☐	☐	☐
23. made provisions for renegotiation of the individual plan	☐	☐	☐	☐	☐	☐
24. included all information necessary in his/her own local situation	☐	☐	☐	☐	☐	☐
25. made multiple copies of the plan, as appropriate	☐	☐	☐	☐	☐	☐
26. confirmed tentative entry ratings during the course of the program	☐	☐	☐	☐	☐	☐
27. evaluated the implementation of students' individual plans	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A–1 Prepare for a Community Survey
- A–2 Conduct a Community Survey
- A–3 Report the Findings of a Community Survey
- A–4 Organize an Occupational Advisory Committee
- A–5 Maintain an Occupational Advisory Committee
- A–6 Develop Program Goals and Objectives
- A–7 Conduct an Occupational Analysis
- A–8 Develop a Course of Study
- A–9 Develop Long-Range Program Plans
- A–10 Conduct a Student Follow-Up Study
- A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B–1 Determine Needs and Interests of Students
- B–2 Develop Student Performance Objectives
- B–3 Develop a Unit of Instruction
- B–4 Develop a Lesson Plan
- B–5 Select Student Instructional Materials
- B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C–1 Direct Field Trips
- C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C–4 Direct Students in Instructing Other Students
- C–5 Employ Simulation Techniques
- C–6 Guide Student Study
- C–7 Direct Student Laboratory Experience
- C–8 Direct Students in Applying Problem-Solving Techniques
- C–9 Employ the Project Method
- C–10 Introduce a Lesson
- C–11 Summarize a Lesson
- C–12 Employ Oral Questioning Techniques
- C–13 Employ Reinforcement Techniques
- C–14 Provide Instruction for Slower and More Capable Learners
- C–15 Present an Illustrated Talk
- C–16 Demonstrate a Manipulative Skill
- C–17 Demonstrate a Concept or Principle
- C–18 Individualize Instruction
- C–19 Employ the Team Teaching Approach
- C–20 Use Subject Matter Experts to Present Information
- C–21 Prepare Bulletin Boards and Exhibits
- C–22 Present Information with Models, Real Objects, and Flannel Boards
- C–23 Present Information with Overhead and Opaque Materials
- C–24 Present Information with Filmstrips and Slides
- C–25 Present Information with Films
- C–26 Present Information with Audio Recordings
- C–27 Present Information with Televised and Videotaped Materials
- C–28 Employ Programmed Instruction
- C–29 Present Information with the Chalkboard and Flip Chart
- C–30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D–1 Establish Student Performance Criteria
- D–2 Assess Student Performance: Knowledge
- D–3 Assess Student Performance: Attitudes
- D–4 Assess Student Performance: Skills
- D–5 Determine Student Grades
- D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E–1 Project Instructional Resource Needs
- E–2 Manage Your Budgeting and Reporting Responsibilities
- E–3 Arrange for Improvement of Your Vocational Facilities
- E–4 Maintain a Filing System
- E–5 Provide for Student Safety
- E–6 Provide for the First Aid Needs of Students
- E–7 Assist Students in Developing Self-Discipline
- E–8 Organize the Vocational Laboratory
- E–9 Manage the Vocational Laboratory
- E–10 Combat Problems of Student Chemical Use

Category F: Guidance

- F–1 Gather Student Data Using Formal Data-Collection Techniques
- F–2 Gather Student Data Through Personal Contacts
- F–3 Use Conferences to Help Meet Student Needs
- F–4 Provide Information on Educational and Career Opportunities
- F–5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

- G–1 Develop a School–Community Relations Plan for Your Vocational Program
- G–2 Give Presentations to Promote Your Vocational Program
- G–3 Develop Brochures to Promote Your Vocational Program
- G–4 Prepare Displays to Promote Your Vocational Program
- G–5 Prepare News Releases and Articles Concerning Your Vocational Program
- G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G–7 Conduct an Open House
- G–8 Work with Members of the Community
- G–9 Work with State and Local Educators
- G–10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H–1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H–2 Establish a Vocational Student Organization
- H–3 Prepare Vocational Student Organization Members for Leadership Roles
- H–4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H–5 Supervise Activities of the Vocational Student Organization
- H–6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I–1 Keep Up to Date Professionally
- I–2 Serve Your Teaching Profession
- I–3 Develop an Active Personal Philosophy of Education
- I–4 Serve the School and Community
- I–5 Obtain a Suitable Teaching Position
- I–6 Provide Laboratory Experiences for Prospective Teachers
- I–7 Plan the Student Teaching Experience
- I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J–1 Establish Guidelines for Your Cooperative Vocational Program
- J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J–3 Enroll Students in Your Co-Op Program
- J–4 Secure Training Stations for Your Co-Op Program
- J–5 Place Co-Op Students on the Job
- J–6 Develop the Training Ability of On-the-Job Instructors
- J–7 Coordinate On-the-Job Instruction
- J–8 Evaluate Co-Op Students' On-the-Job Performance
- J–9 Prepare for Students' Related Instruction
- J–10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K–1 Prepare Yourself for CBE
- K–2 Organize the Content for a CBE Program
- K–3 Organize Your Class and Lab to Install CBE
- K–4 Provide Instructional Materials for CBE
- K–5 Manage the Daily Routines of Your CBE Program
- K–6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L–1 Prepare Yourself to Serve Exceptional Students
- L–2 Identify and Diagnose Exceptional Students
- L–3 Plan Instruction for Exceptional Students
- L–4 Provide Appropriate Instructional Materials for Exceptional Students
- L–5 Modify the Learning Environment for Exceptional Students
- L–6 Promote Peer Acceptance of Exceptional Students
- L–7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L–8 Improve Your Communication Skills
- L–9 Assess the Progress of Exceptional Students
- L–10 Counsel Exceptional Students with Personal–Social Problems
- L–11 Assist Exceptional Students in Developing Career Planning Skills
- L–12 Prepare Exceptional Students for Employability
- L–13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M–1 Assist Students in Achieving Basic Reading Skills
- M–2 Assist Students in Developing Technical Reading Skills
- M–3 Assist Students in Improving Their Writing Skills
- M–4 Assist Students in Improving Their Oral Communication Skills
- M–5 Assist Students in Improving Their Math Skills
- M–6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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